

Dance Curriculum

Grade Level: Pre-Kindergarten (age 5)

Overview: The theme for this curriculum is “Heroes and Heroines.” It occurs as five units over a ten-month period (the school year) for 5-year old pre-kindergarten students in an early learning/daycare setting. Classes meet once a week for 30 minutes (40 minutes would be ideal). Students will explore simplified, brief, and age-appropriate stories of heroes/heroines, learning about characteristics of popular and everyday heroes, and create a simple dance performance illustrating each story. Students will create a simple and original story and dance for the final unit. (Three short stories are taken from *The Children’s Book of Heroes* by William Bennett. Summaries can be found at <http://learningtogive.org/lessons/unit126/lesson3.html>)



Unit #	Standards to be addressed	Culminating Student Work to be Produced	Instruction Needed	Assessment Criteria (To meet standard)	Documentation
Sept-Oct	DA:Cr1.1.Pk.a DA:Cr1.1.Pk.b DA:Cr2.1.Pk.a DA:Cr2.1.Pk.b	End of unit dance performance depicting one familiar shortened story, e.g., <i>Peter Pan</i> , <i>Alice in Wonderland</i> , <i>Pocahontas</i> , <i>Beauty and the Beast</i> , etc. <i>These stories show how people can overcome obstacles, think their way through problems, show courage, and make friends.</i>	Teacher reads story. Discuss traits of hero /heroine/main characters. Students explore simple locomotor/axial movements conveying character traits, emotions, and actions from the story. Divide story into scenes. Children create movements for each scene with beginnings/endings. Children take turns acting as different characters; use solo, duet, and group movements to tell story. Practice entire dance as unit nears completion.	<i>Where do we get ideas for dances? Can children:</i> a. Learn locomotor/axial movements then use them to define a character, emotion, or action? b. Explore different ways to do locomotor/axial movements? <i>Why do we choose some movements and not others? Can children:</i> a. Improvise a dance that starts and stops on cue? b. Dance/move alone or with a partner?	Story book with illustrations. Brief discussion, question, and answer session. Video recorder / TV for rehearsal / performance playback. Photos/drawings for scrap book. Journal with teacher/student reflections. Teacher log of student progress (summative assessment).
Nov-Dec	DA:Cr3.1.Pk.a DA:Cr3.1.Pk.b	End of unit dance performance	Teacher reads story. Discuss traits of hero/heroine/main characters.	<i>How can we make our dance better? Can children:</i>	Story book with illustrations.

	<p>DA:Pr4.1.Pk.a DA:Pr4.1.Pk.b DA:Pr4.1.Pk.c</p>	<p>relating <i>How the Animals got Sunlight</i>.</p> <p><i>This story illustrates that one does not need to be big and strong to do something great to help others.</i></p>	<p>Students select a character and create movements for it. Students show movements and other students offer suggestions for changes/improvements. Children draw a picture of their character (in class or at home). Share with class. Children create movements for their characters that travel in different directions (the story line will help). Characters may have signature speeds and body motions that define them (spider, possum, vultures, the sun, etc.) Movements can be done to different tempi or rhythms (use drum or instrumentals from Eric Chappelle’s <i>Music for Creative Dance</i> series). Assemble and perform entire dance at unit’s completion.</p>	<p>a. Respond to suggestions and explore ways to change movements?</p> <p>b. Identify parts of the body and draw a picture of a body shape or position?</p> <p><i>How can we work with space, time, energy to tell our story?</i></p> <p><i>Can children:</i></p> <p>a. Identify/demonstrate directions for moving body in general space (forward, backwards, sideways, up, down, turning) then find/return to original places?</p> <p>b. Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi?</p> <p>c. Use oppositional moves: loose/tight, light/heavy, jerky/smooth?</p>	<p>Brief discussion, question, and answer session.</p> <p>Video recorder / TV for rehearsal / performance playback.</p> <p>Photos/drawings for scrap book.</p> <p>Journal with teacher/student reflections.</p> <p>Teacher log of student progress (summative assessment).</p>
Jan-Feb	<p>DA:Pr5.1.Pk.a DA:Pr5.1.Pk.b DA:Pr5.1.Pk.c DA:Pr6.1.Pk.a DA:Pr6.1.Pk.b</p>	<p>End of unit dance performance relating <i>The Hero of Indian Cliff</i>.</p> <p><i>This is a story of brotherhood and taking risks for someone you love.</i></p>	<p>Teacher reads story. Discuss traits of hero/heroine/main characters. Students explore simple locomotor/axial movements conveying character traits, emotions, and actions from the story. Add exercises that explore space, relationships, patterns, isolations, repetition, and prop use. This story of brothers (Manuel and Nando) and a potentially risky mountain climb requires children to</p>	<p><i>What should we do to get our minds/bodies ready to dance?</i></p> <p><i>Can children:</i></p> <p>a. Show basic full body locomotor/axial moves, and body patterning with spatial relationships?</p> <p>b. Move in general space and start/stop on cue as they maintain personal space?</p> <p>c. Identify/move body parts; repeat moves on request?</p>	<p>Story book with illustrations.</p> <p>Brief discussion, question, and answer session.</p> <p>Video recorder / TV for rehearsal / performance playback.</p> <p>Photos/drawings for scrap book.</p> <p>Journal with</p>

			take turns with role-playing, or they may wish to add minor characters or animals on the journey for interest and to give everyone a chance to dance. Children perform outdoors (weather permitting) and use props (backpack, climbing rope). Audience includes daycare classmates and teachers.	<i>How can we make our dance exciting and tell a story well? Can children:</i> a. Dance for others in a designated area or space? b. Use a simple prop as part of a dance?	teacher/student reflections. Teacher log of student progress (summative assessment).
Mar-Apr	DA:Re7.1.Pk.a DA:Re7.1.Pk.b DA:Re8.1.Pk.a	End of unit dance performance for <i>Tashira's Turn</i> . <i>Story shows how the daily examples of others can turn any one into a hero. Characters include a young girl, Tashira, her mother, teacher, pastor, police officer, and a young boy and his friend she helps rescue.</i>	Teacher reads story. Discuss traits of hero/heroine/main characters. Students explore locomotor /axial movements conveying character traits, emotions, and actions from the story. Add exercises that combine simple phrases, sequences, and repetition. Explore facial expressions and body language for each of the characters. Revise movements through peer feedback. Perform dance at end of unit.	<i>How can we understand what a dance is about? Can children:</i> a. Identify a movement in a dance by repeating it? b. Demonstrate an observed or performed dance movement? <i>What dance movements will really make our story come alive? Can children:</i> a. Observe a movement and share impressions? Watch you-tube video showing costumed super heroes dance: https://www.youtube.com/watch?v=051bB6iqyel Discuss video: Were the dancers good, silly, powerful?	Story book with illustrations. Brief discussion, question, and answer session. Video recorder / TV for rehearsal / performance playback. Photos/drawings for scrap book. Journal with teacher/student reflections. Teacher log of student progress (summative assessment).
May-June	DA:Re9.1.Pk.a DA:Re10.1.Pk.a DA:Re10.1.Pk.b DA:Re11.1.Pk.a	End of unit dance performance relating a short story about a hero and/or heroine created by students.	Review traits of heroes and heroines: What is a hero? "A hero is admired for great courage, special achievements, or noble character, or a person who, against the odds, tries when others have already tried and failed. Such	<i>How can we tell if a dance is "good"? Can children:</i> a. Find a movement in a dance that's fun to watch? Repeat it and explain why it's fun to watch and do? Watch video of Pata Pata dance: https://www.youtube.com/watch?v=dfhmPdCNRb8	Story book with illustrations. Brief discussion, question, and answer session. Video recorder / TV for rehearsal

		<p>perseverance sometimes makes heroes.” “Ask the students to think of themselves as a hero, someone who has done something to make their world a better place to be.”</p> <p>http://learningtogive.org/lessons/unit126/lesson3.html</p> <p>Teacher facilitates simple story creation by students showing how a hero and/or heroine persevere, solve a problem, care for others, show bravery, etc. Hero/heroine can be an ordinary person: friend, family member, someone in their community, etc. When story is complete, children create dance movements for the characters, use emotional expression and clear body actions to tell the story. Performance will be for other students, teachers, friends and family. Discussion of final project will include a year review where children can briefly compare and contrast all their performances.</p>	<p>Discuss video/favorite moves and perform some of them.</p> <p><i>How does learning about dance help us learn about ourselves? About other people, places, happenings? Can children:</i></p> <ol style="list-style-type: none"> Recognize an emotion expressed in dance movement that is watched or performed? Observe a dance work, identify/imitate a movement from it, ask a question about the dance? <p><i>How does knowing about the world around us (society, culture, history, community) help us know more about dance? Can children:</i></p> <ol style="list-style-type: none"> Show a dance movement done at home/elsewhere? <p>Watch you-tube video of Ugandan children dancing: https://www.youtube.com/watch?v=Mw8gO-ro6Zs Discuss video / children dancing.</p>	<p>/ performance playback. Photos/drawings for scrap book. Journal with teacher/student reflections. Teacher log of student progress. Teacher reviews summative assessments to help create final formative assessment.</p>
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Unit	Anchor	Performance Standards ~ Grade Pre-K
	DA:Cr1.1	Anchor Standard 1: Generate and conceptualize artistic ideas and work.
	DA:Cr1.1.Pk	a. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).
		b. Find a different way to do several basic locomotor and non-locomotor movements.
		Anchor Standard 2: Organize and develop artistic ideas and work.
	DA:Cr2.1.Pk	a. Improvise dance that starts and stops on cue.
		b. Engage in dance experiences moving alone or with a partner.
		Anchor Standard 3: Refine and complete artistic work.

	DA:Cr3.1.Pk	a. Respond to suggestions for changing movement through guided improvisational experiences.
		b. Identify parts of the body and document a body shape or position by drawing a picture..
		Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
	DA:Pr4.1.Pk	a. Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space.
		b. Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.
		c. Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).
		Anchor Standard 5: Develop and refine artistic technique and work for presentation.
	DA:Pr5.1.Pk	a. Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships.
		b. Move in general space and start and stop on cue while maintaining personal space.
		c. Identify and move body parts and repeat movements upon request.
		Anchor Standard 6: Convey meaning through the presentation of artistic work.
	DA:Pr6.1.Pk	a. Dance for others in a designated area or space.
		b. Use a simple prop as part of a dance.
		Anchor Standard 7: Perceive and analyze artistic work.
	DA:Re7.1.Pk	a. Identify a movement in a dance by repeating it.
		b. Demonstrate an observed or performed dance movement.
		Anchor Standard 8: Interpret intent and meaning in artistic work.
	DA:Re8.1.Pk	a. Observe a movement and share impressions.
		Anchor Standard 9: Apply criteria to evaluate artistic work.
	DA:Re9.1.Pk	a. Find a movement in a dance that was fun to watch. Repeat it and explain why it is fun to watch and do.
		Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
	DA:Cn10.1.Pk	a. Recognize an emotion expressed in dance movement that is watched or performed.
		b. Observe a dance work. Identify and imitate a movement from the dance, and ask a question about the dance.
		Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
	DA:Cn11.1.Pk	a. Show a dance movement experienced at home or elsewhere.

Dance/Creating: #DA:Cr1.1

Process Component: Explore

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question: Where do choreographers get ideas for dances?

Grade Pk: DA:Cr1.1.Pk

- a. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).
- b. Find a different way to do several basic locomotor and non-locomotor movements.

Dance/Creating: #DA:Cr2.1

Process Component: Plan

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question: What influences choice-making in creating choreography?

Grade Pk: DA:Cr2.1.Pk

- a. Improvise dance that starts and stops on cue.
- b. Engage in dance experiences moving alone or with a partner.

Dance/Creating: #DA:Cr3.1

Process Component: Revise

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Grade Pk: DA:Cr3.1.Pk

- a. Respond to suggestions for changing movement through guided improvisational experiences.
- b. Identify parts of the body and document a body shape or position by drawing a picture.

Dance/Performing: #DA:Pr4.1

Process Component: Express

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Space, time, and energy are basic elements of dance.

Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

Grade Pk: DA:Pr4.1.Pk

- a. Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space.
- b. Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.
- c. Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).

Dance/Performing: #DA:Pr5.1

Process Component: Embody

Anchor Standard 5: Develop and refine artistic technique and work for presentation.

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question: What must a dancer do to prepare the mind and body for artistic expression?

Grade Pk: DA:Pr5.1.Pk

- a. Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships.
- b. Move in general space and start and stop on cue while maintaining personal space.
- c. Identify and move body parts and repeat movements upon request.

Dance/Performing: #DA:Pr6.1

Process Component: Present

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question: How does a dancer heighten artistry in a public performance?

Grade Pk: DA:Pr6.1.Pk

- a. Dance for others in a designated area or space.
- b. Use a simple prop as part of a dance.

Dance/Responding: #DA:Re7.1

Process Component: Analyze

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

Essential Question: How is a dance understood?

Grade Pk: DA:Re7.1.Pk

- a. Identify a movement in a dance by repeating it.
- b. Demonstrate an observed or performed dance movement.

Dance/Responding: #DA:Re8.1

Process Component: Interpret

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Essential Question: How is dance interpreted?

Grade Pk: DA:Re8.1.Pk

- a. Observe a movement and share impressions.

Dance/Responding: #DA:Re9.1

Process Component: Critique

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question: What criteria are used to evaluate dance?

Grade Pk: DA:Re9.1.Pk

- a. Find a movement in a dance that was fun to watch. Repeat it and explain why it is fun to watch and do.

Dance/Connecting: #DA:Cn10.1

Process Component: Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Grade Pk: DA:Cn10.1.Pk

- a. Recognize an emotion expressed in dance movement that is watched or performed.
- b. Observe a dance work. Identify and imitate a movement from the dance, and ask a question about the dance.

Dance/Connecting: #DA:Cn11.1

Process Component: Relate

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Grade Pk: DA:Cn11.1.Pk

- a. Show a dance movement experienced at home or elsewhere.

The NCAS Standards in Dance Resources include lessons, units, Model Cornerstone Assessments (MCAs), and curriculum maps as well as guidance documents to help you understand and implement the National Core Arts Standards for Dance. Contributors include members of the dance standards writing and leadership teams and participants in the OPDI courses Implementing the National Core Dance Standards for Dance and Developing Cornerstone Assessments for the New Dance Standards. The contributor's name and bio is provided at the end of each document. Contributors represent all NDEO sectors, teaching in K-12, Higher Education, Private Studio, and Community and Performing Arts organizations. This cross sector representation demonstrates that the standards provide essential content to all constituents.

These standards resources were partially funded by a generous grant from the National Endowment for the Arts.

Educator Bio: Lisa R. Moran began her dance training in the Boston, Massachusetts area in 1977, attending multiple studios and studying many genres and styles. She received her teacher training certification through Dance Masters of America and taught ballet to elementary age students. After moving to New Hampshire, she resumed studies in ballet, modern, and tap while cultivating an interest in folk dance. In 2001 she co-founded an adaptive dance program for individuals with disabilities and continues teaching in that domain. She also leads a creative dance and movement group at an assisted living community for seniors. Ms. Moran completed her NDEO Certificate in Dance Education in 2016 and plans to continue professional development through coursework, conferences, workshops, and webinars to gain further insight and training in the field of inclusive, adaptive, and integrated dance. In addition to a CiDE, Ms. Moran has a Bachelor's Degree in Business Administration from Northeastern University.